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ABSTRACT

The history and rationale for entry and exit tests devised to meet Pennsylvania's standards for certifying foreign language teachers are outlined and discussed. The involvement of the Educational Testing Service in developing and validating tests in a variety of subject areas is described, and the need for institutional rather than standardized tests for language certification, because of differing curricula, is discussed. Controversy spawned by requiring the tests and problems arising from test construction and administration are examined. Pennsylvania's standards for language teacher education program approval and teacher certification, test specifications, and guidelines for test performance evaluation are appended. (MSE)

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ACTFL Presentation: Foreign Language Performance Tests
for
Prospective Student Teachers
November 1987

Sarel P. Fuchs

We come from Albright College in Reading, Pennsylvania and Ursinus College in Collegeville, Pennsylvania and our topic for this session is tests. Karen Jogan who teaches Spanish at Albright College and Shirley Eaton who teaches Spanish at Ursinus College are going to describe the various components of the entrance and exit tests which they have devised to meet the standards for certifying foreign language teachers in Pennsylvania. They asked me to explain precisely why these tests are necessary and what events lead up to their creation. I chair the Education Department at Albright and I also teach Latin, so I have a two fold interest in the topic.

As I do when I am teaching The Foundations of American Education course, I shall lay the blame (or credit, depending upon your point of view) for this testing movement on Terrel Bell. The report which he authored, published under The auspices of The National Commission on Excellence in Education, is one with which you are no doubt familiar. Entitled "A Nation at Risk: The Imperative for Educational Reform" it appeared in April 1983 and caught the immediate attention of the American public with its memorable phrase "a rising tide of mediocrity." Bell, then U.S. Secretary of Education, had dared to print what Americans already suspected: American education, particularly secondary education, was in trouble. Standardized tests showed seriously declining scores. The schools were not living up to standards of excellence.

Whenever schools are found wanting, the blame is likely to be placed in two areas: curriculum and teacher training. The response to The Nation at Risk report was immediate. Governors across the nation published their suggestions and formulas for educational reform. Pennsylvania's Governor at that time, Richard Thornburgh, issued his cleverly titled document "Turning The Tide" in October 1983, just 6 months after the Excellence report appeared. In that response, Thornburgh called for several specific changes in Pennsylvania's educational system. The first was in the area of curriculum (which is addressed in Chapter 5 of the PA school code). He proposed increasing science and math requirements by one full year and including computer science as a required course. He instituted TELLS (an acronym for testing for essential learning and literacy skills) tests at grades 3,5, and 8 for all the schools in Pennsylvania. These tests measure reading and math skills. Students who do not test at grade level are given immediate and mandatory remediation until they achieve grade level. And finally, Thornburgh called for stringent reforms in teacher education. He called specifically for the following:

1) an apprentice period for beginning teachers under the guidance of local district support teams;
2) increased emphasis on academic subjects as prerequisites for teacher certification;
3) required continuing professional development for teachers and administrators;
4) more flexibility in attracting talented men and women to classrooms;
5) Excellence in Teaching award each year - a kind of merit pay/incentive program.

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These proposals were swiftly translated into working objectives by the Pennsylvania Department of Education. Despite concerns and objections voiced both by teacher educators and teachers' unions, the following new criteria for the certification of teachers in Pennsylvania became effective as of June 1, 1987 (a date which shall long live in our memory):

1) new standards for teacher certification programs;
2) mandated state written teacher certification tests;
3) induction year for all new teachers;
4) renewable permanent certification via 6 credits to be earned every 5 years.

Requirements 3 and 4 - the induction year and renewable certification - are not of particular interest to those of us who deal with pre-service teacher training; the other two - state tests and new program standards, however, are critical to the success of our programs and the licensing of our teacher candidates.

The state certification tests are now both law and fact. No one can any longer become certified as a teacher in Pennsylvania without taking these tests. For this first year of testing, however, there are no cut off scores, so no one can fail the test. After June 1988, cut off scores will have been established, and anyone certified after that date will have to pass the tests. The test battery consists of 4 parts, each taking about 2 hours; they are: a general knowledge test, a basic skills test including a written essay (all other parts of the test consist of multiple choice questions), a professional test focusing on classroom management skills, discipline, etc. and a specific knowledge test in the certification area. There is a fee of $85 for the complete battery.

The Pennsylvania Department of Education contracted out the tests to The Educational Testing Service. In some cases ETS created new tests, in others it validated existing tests for Pennsylvania, and finally in some cases it simply specified that already existing NTE tests be used. Specific content area tests in Early Childhood Education, Elementary Education, General Science-Biology, General Science-Chemistry, Home Economics Education, Industrial Arts, Math, Music, Reading Specialist, and Social Studies are, in fact, NTE tests, and those persons taking the NTE special areas tests must register separately for them and report to the different test sites on different dates. The NTE test registration booklet on p. 10 explains Pennsylvania's situation. This has caused great confusion, so much so that the PA Association of Teacher Educators has just proposed that PA simply adopt the NTE as the state requirement. Given the fact that so many states have now instituted test requirements for teacher certification, it appears necessary and likely that some kind of standardized national testing program will be developed. There are limits to the number of tests people can be required to take, and in a period of predicted teacher shortage, we must take care not to drive talented candidates away from the teaching profession with unnecessary and frustrating obstacles. Already our Albright College students who are residents of New Jersey and who want to return to New Jersey to teach, are refusing to take the PA tests and therefore sacrificing the PA certificate. It is also interesting to note that neither psychological nor pedagogical consideration will be the factors which move us to adopt one national or at least regional test. As is so often the case, practical considerations of cost and efficiency of administration become ultimate determining factors.

We currently have student teachers in French and Spanish who have taken or must take the PA tests, the Albright exit test, the NTE battery and specialty area test, and the GRE. As they say, they feel that life is just one huge test. That's expensive and time consuming and discouraging for promising candidates.

As could be easily predicted, the PA tests have caused great furor. Early results (the tests have been given only twice - in June and October 1987 - the data for the October tests are not yet available) seem to indicate that the tests might well be discriminatory against minorities, and there are problems with content validity of some tests, foremost among them the foreign language pedagogy test. As you well know, testing in foreign language has historically been problematic. Different curricula in different institutions with varying degrees of stress upon communication skills make it difficult for any testing agency to develop a universally valid test. Cost effectiveness, moreover, mandates the use of paper and pencil tests which precludes the testing of oral proficiency. And Pennsylvania law creates another problem by stipulating that if there is a test for one foreign language, there must be a test for every language in which certification is granted. Pennsylvania currently certifies teachers in French, German, Spanish, Latin, Italian, and Russian. Those are the languages listed on the page of specific standards for foreign languages. In fact certification is also granted in Greek, Hebrew, Polish, and Portuguese, but there is only one institution in Pennsylvania still approved to certify in each of those areas. They are so exceptional, therefore, that they are not typically listed with the other languages. Alliance College which had a certification program in Polish has now closed. Only Dickinson College still has a Greek program. Hebrew is available at Temple and Penn and Portuguese at Temple.

The ETS decided that it could not validate its special area tests in French, German, and Spanish for Pennsylvania because the differing curricula at the 87 teacher certification colleges and universities made that impossible. Pennsylvania, therefore, decided to require candidates for teacher certification in all foreign languages to take what is called a foreign language pedagogy test. The test is language neutral, that is, it contains no questions specific to any language. Both Karen and Shirley took the test in June (at their own expense) and can answer questions concerning specific test items. You will find in your handout the specifications for that test which were issued prior to June 1987. (You will be pleased to note that candidates are expected to be familiar with ACTFL.) No doubt the nature of this test will change. Both those who took the test and teachers of methodology have questioned whether the test items are relevant to current foreign language pedagogy or to competencies desirable in foreign language teachers. If this test is retained in its present form, curricula and methods courses for foreign language teacher certification candidates will have to change to prepare students to pass that test. It will be a classic case of tests driving curricula.

On Monday of this week I spoke with our liaison person in the Pennsylvania Department of Education Bureau of Teacher Certification about the foreign language pedagogy test. Only the June test data are available, but they are interesting. There are 55 questions on the test and 20 people took it in June. The results are as follows:

# right	# persons	# right	# persons
24	1	45	1
33	1	46	1
36	2	47	2
40	2	48	3
42	1	49	1
43	1	50	3
44	1	Total	20

Two persons taking the test are listed as minorities (non Black). The registration materials do not ask what specific language the candidate will teach, but all teachers of foreign language - including Latin - will have to take this test in the future, unless they were certified in some subject before June 1987 and are adding a certification (which is likely to be the case with Latin). As a professor of classical languages responsible for the content courses in Albright College's Latin certification program, I am particularly concerned about this, because we do not require candidates in Latin to take the foreign language pedagogy course. It is worth mentioning that the Pennsylvania Department of Education regards these data as non representative. Persons who took the test in June did not finish degrees in May and so are not typical graduates. They may be better students finishing early, older students returning for certification, or poorer students still needing summer courses to complete programs. In any case, this is not a good set of data on which to predicate future results. And bear in mind that 2 of these 20 people were Karen and Shirley - hardly typical students.

The focus of this presentation, however, is the formation of institution created entrance and exit tests in foreign languages. In Pennsylvania these tests have been mandated in specific Standard I for teacher certification programs in foreign language. Those standards are included in the handout and are so labeled. Note that foreign language certification in Pennsyslvania covers kindergarten through 12th grade, and that the standards require preparation for teaching foreign language in both elementary and secondary schools. The last specific standard refers to general standard XIV which is also given in the handout. That is the "catch-all" professional standard which all certification programs must meet.

Perhaps the standards and the process of approving programs in Pennsylvania need a word of explanation. Pennsylvania is currently using what is called a "program approval" process of certifying teachers. The right to certify, to issue certificates, and now, to test, still remains with the state department of education, but, for the sake of allowing diversity in the 87 teacher certifying institutions in Pennsylvania and saving the Pennsylvania Department of Education some work - the PDE approves programs within institutions for a period of 5 years. In those schools where programs are approved, the certifying officer signs the application forms for certificates, and that recommendation (now plus verification of the tests) constitutes all that is needed to obtain the certificate (plus the degree and $15). Every 5 years a Pennsylvania Department of Education team composed of both public school and college personnel visits the certifying institution to verify that each program is meeting the state standards. Those standards are the result of input from various constituencies, were authored by unnamed persons in the Pennsylvania Department of Education, and are never to be questioned. Each college must prove in writing and to the validation team on site that it is meeting all specific and general standards for each of its certification programs. These teams on which I have served and one of which I will chair in March 1988 follow up the visits with extensive written reports on which is based the Pennsylvania Department of Education's decision to renew program approval for another five year period. Now - the point -: these standards were just revised - somewhat drastically - in 1985. Team visits were suspended for two years to give colleges time to come into compliance. Albright's programs will be re-evaluated in spring 1989 and that will be the first time that our foreign language entrance/exit tests will be examined. We are in the process of phasing in these tests. Beginning with the class of 1991 (this year's freshmen) all teacher certification candidates in foreign language at Albright will have to take the entrance/exit tests. Again, passing scores have not yet been fully determined because the tests are still quite new.

Both ETS and the Pennsylvania Department of Education have left the essential task of testing for proficiency in the foreign language, certainly the first and foremost competency to be desired in language teachers, to the individual college. The Pennsylvania Department of Education will likely not criticize the precise test, provided it speaks to the standard and results are recorded for every certification candidate.

Let's look at that first standard which is the cause for creating these tests: It says: "The [certification] program shall require testing of listening, reading, writing, and speaking in the language of the certificate to determine entry and exit level of each student."

Notice that the standard requires tests in all the communication skills and that it does not stipulate proficiency level. There will, therefore, be some differences in tests from college to college - unless these tests are refined to the point where one model is adopted by all institutions.

Karen Jogan and Shirley Eaton will now describe the components of the tests they have devised. I want to thank them for responding to the needs of the education department. I am in the process of adapting some of the test items for Latin (particularly the Cloze) and I am also suggesting to the English department that they follow the models wherever feasible to test communication skills in English for their teacher certification candidates. Perhaps some good comes from all things no matter how frustrating they may be. We complain about all those standards and tests and requirements, but if the result really is more competent classroom teachers, then the task is well worth the effort.

FOREIGN LANGUAGE PERFORMANCE TESTS FOR PROSPECTIVE STUDENT TEACHERS

Shirley Eaton, Ursinus College, Collegeville, PA 19426
Sarel Fuchs, Albright College, Reading, PA 19612
Karen Jogan, Albright College, Reading, PA 19612

This session describes a battery of pragmatic foreign language tests developed to evaluate progress in FL acquisition by prospective student teachers. The battery is designed to comply with FL teacher certification requirements established by the PA Department of Education. For this reason tests in the battery target each of the four skills areas. The session includes (1) PA State Requirements, (2) criteria for materials selection, (3) suggestions for constructing equivalent tests in French, Spanish, German or other commonly taught languages, (4) sample tests for each of the four skills areas, (5) scoring guidelines, and (6) suggestions for administering the battery to a large group of FL students. Two advantages of this battery are the ease with which it can be replicated from year to year, and the comparable nature of the tests from language to language.

I. Required Competencies for Prospective FL Teachers:

   Pennsylvania State Standards for Program Approval and Teacher Certification

II. Pennsylvania State Specifications for The Modern Foreign Language Pedagogy Test

III. Objectives of college-designed testing program to evaluate student competencies

IV. Components of testing battery

   -Evaluation of Listening
   -Evaluation of Writing
   -Evaluation of Reading
   -Evaluation of Speaking

V. Sample tests and scoring methods

PENNSYLVANIA STANDARDS FOR PROGRAM APPROVAL AND TEACHER CERTIFICATION:

Foreign Language:

French	Latin	G.L. K-12
German	Russian	Scope: CSPG 54
Italian	Spanish	

Standard I

The program shall require testing of listening, reading, writing, and speaking in the language of the certificate to determine entry and exit level of each student.

Standard II

The program shall require successful completion of a program of specialization in a foreign language. This shall include studies of phonetics, conversation, grammar, composition, and linguistics as well as the arts, literature, history, and geography of areas where the language is spoken.

Standard III

The program shall require studies of and experiences in foreign language instruction for the elementary, middle, and secondary school students.

Standard IV

The program shall require studies of and experiences in developing foreign language instructional materials and strategies that will provide for individual differences among elementary and secondary students.

Standard V

The program shall require studies of child and adolescent psychology and anthropology.

Standard VI

The program shall require professional studies distributed over the areas defined in General Standard XIV. The student teaching experience should require the candidate to demonstrate competency in these areas.

Standard X

The general education component of a certification program shall be supportive of the professional preparation program. The general education portion of a certification program should be equivalent to at least one-third of a baccalaureate degree and should include studies in the arts, humanities, and the natural and social sciences.

Standard XI

Each certification program shall require, no later than the sophomore year or the first year of the candidate's enrollment in a teacher education program, field and clinical experiences so that the certification candidate can develop the competencies required for certification. In addition, the program shall require a student teaching experience which closely approximates a full-time working experience of no less than 12 weeks. Any exception to requiring a student teaching experience of lesser duration than 12 weeks must be part of the program plan submitted for approval to the Department of Education.

Standard XII

Each certification program shall require the demonstration of an acceptable level of competence in skills required to meet the instructionl needs of exceptional students in the least restrictive environment.

Standard XIII

Each instructional certification program shall provide studies that address the interrelationships among individuals and groups of different races, sexes, religious beliefs, national origins and socio-economic backgrounds within the school, the classroom and the community but particularly in the classroom.

Standard XIV

Each instructional certification program shall require professional studies in methodology. These courses shall include, but are not limited to: instructional management; student motivation; human development and learning theory and implications for classroom instruction; social foundations; problems in education; historical philosophical and political issues in education; developmental reading and reading in the content area; audio-visual/media literacy; instructional resources identification; assessment and measurement of student achievement, and computer literacy. At the conclusion of the student teaching experience, the student teachers shall have demonstrated proficiency in the preceding areas.

Modern Foreign Language Pedagogy Test -Specifications

I. Foundations 30-50%

A. Linguistic Aspects 6-10%

1. Recognize phonetic transcriptions
2. Recognize the points and manner of articulation
3. Know the communicative function of stress and intonation
4. Know the standard (traditional and contemporary) nomenclature of grammatical analysis. For example, noun, verb, adjective, etc., in the traditional nomenclature; count, noncount, determiner, etc. in the contemporary nomenclature
5. Recognize ways in which the morphology and syntax of a language reflect its culture. Includes but is not limited to the extent to which language patterns, idiomatic expressions, and uses of speech registers can be attributed to cultures. The term "culture" refers to the customary beliefs, social forms, and material traits of a people.

B. Relating Linguistic Aspects to the Foreign Language Teaching - Learning Process 8-12%

1. Recognize pronunciation problems and identify appropriate procedures for their remediation
2. Identify problems of interference and false analogy
3. Identify the morphological and syntactical features of language. Such structures include but are not limited to prefixes, suffixes, word order, etc.
4. Recognize similarities and differences among cultures and identify appropriate procedures for encouraging transcultural understanding among students. Includes but is not limited to aspects of cultural differences in value systems, time and space patterns, nonverbal communication, and points of cultural conflict.

C. Theoretical Approaches to Foreign Language Testing 6-10%
the phrase "theoretical approaches" refers to the Direct Method, the Grammar-Translation Method, Reading Approach, the Audio-lingual Method, the Silent Way, Total Physical Response (T.P.R.), Counselor-Learning, Suggestopedia, Notional/Functional, and the Rasias Method

1. Recognize various theoretical approaches
2. Determine the advantages and disadvantages of various theoretical approaches

D. Relating Theoretical Approaches to the Teaching - Learning Process 8-12%

1. Determine what theoretical approaches are presupposed through stated curricular goals and objectives
2. Relate foreign language approaches to the individual needs of students. Includes special needs of minority students, native speakers and slow-learners
3. Determine the relationship of materials to selected learning objectives and teaching methods. The term "materials" includes course texts, realia, audio-visual materials, computer software and teacher-made materials

E. Professional Development 2-6%

1. Identify the reasons for the inclusion of the study of foreign language in the school curriculum
2. Know the names and purposes of foreign language professional organizations, publications in the field of foreign language education, and the government agencies that are a source of information for the foreign language teacher. Includes recognizing and identifying organizations, publications, and agencies by their acronyms; MLA, PSMLA, AAT, ACTFL the Center for Applied Linguistics, the Northeast Conference, ERIC, and the PDE

II. Practice 52-68%

A. Foreign Language Instructional Techniques 14-18%
The phrase "instructional techniques" includes but is not limited to preview/view/review, inductive and deductive presentation, pacing, sequencing, positive-negative reinforcement, role-reversal, backward build-up, comparing and contrasting, modeling, and grouping

1. Recognize various instructional techniques
2. Identify advantages and disadvantages of various instructional techniques
3. Apply appropriate instructional techniques to achieve specific skill-related instructional objectives. The phrase "skill-related instructional objectives" refers to instructional objectives intended to develop listening, speaking, reading, and writing skills.

B. Foreign Language Class Exercises 14-18%
The phrase "class exercises" includes but is not limited to repetition, inflection, replacement, restatement, competition, transposition, expansion, contraction, transformation, integration, rejoinder, restoration, cloze, dictation copying, summarizing, paraphrasing, games, dialogs, role-playing, vocabulary building, diaries and journals.

1. Recognize various class exercises
2. Identify the advantages and disadvantages of various class exercises
3. Apply appropriate class exercises to achieve specific skill-related instructional objectives

C. Materials and Resources 13-17%

1. Identify sources of foreign language instructional materials. Includes but is not limited to ERIC, CAL, periodicals, embassies, travel agencies, publishing houses, ministries of education, consulates, foreign businesses, etc.
2. Select appropriate materials to achieve instructional objectives

D. Evaluation 11-15%

1. Identify available foreign language standardized tests.
   The term "standardized tests" refers to the ACTFL Oral Proficiency Interview, the MLA Cooperative test, and the Modern Language Aptitude Test
2. Recognize the importance of testing all four communicative skills in the foreign language classroom
3. Determine the validity of a type of foreign language test in terms of the skill it is intended to measure. The phrase "type of foreign language test" refers to diagnostic, placement, student achievement/mastery, ranking, unit, and progress tests.
4. Demonstrate an understanding of basic test development principles

III. Objectives

- to establish an Entrance and Exit testing program for Foreign Language concentrators seeking teaching certification

- to comply with requirements of the PA Department of Education for all teacher certification programs (i.e., to establish tests for each of the four skills areas)

- to construct tests of similar difficulty and content for each language in which certification is offered (French, German, Spanish)

Common Materials

- In constructing some tests (cloze, dictation, elicited imitation), the use of common materials is recommended. In this way, the "neutrality" of the materials as well as their relatively parallel levels of difficulty can be assured. A widely available source for such materials is the Readers' Digest, since the same articles frequently appear in a number of languages in the different editions of the magazine.

- Composition topics can be given in English; each student would write in the appropriate foreign language.

- The video used in the squenced action narration should reflect a topic equally unknown to all students. It is first shown with English narration, and therefore would give no particular advantage to students studying a given language.

Pre- and Post- Tests

Once constructed, these tests can be easily administered to all students first entering the upper-level program. The data should then be stored. Prior to completing the student teaching program, the battery of tests can be readministered. The only pre- and post- tests which would have to be scored would be those of the students desiring certification in language teaching.

EXIT Test

The adoption of the ACTFL-adapted Oral Proficiency Interview as an exit requirement for students requesting certification is strongly recommended. This test **MUST** be administered by an external evaluator who has been trained by ACTFL or ETS.

IV. Components of the Testing Battery

Evaluation of Listening

Dictation Test
-Materials similar for French/German/Spanish (described above)
-Test 100-150 words, recorded as per standard procedures
-Language chunks between 4 and 12 words (similar chunk lengths in all FL's)
-Consistent scoring method

Evaluation of Writing

-Two timed compositions(20 minutes each)
-Composition topics to require gramatical usage appropriate to the 1+ level or higher on the FSI scale
-A pool of equivalent topics will be developed for each level
-Different topics will be chosen from the pool each year
-One topic will require narration in the past, the other hypothetical constructions
-Rating scale to be used: H. Jacobs, K. Mullen or C. Gaudiani Profiles

Evaluation of Reading

Cloze Tests
One 50-blank test, or two 25-blank tests, based on common materials
Random deletion scheme--every 7th word
Exact word scoring, criterion referenced

Informal Reading Inventory
Reading comprehension activities based on the IRI formula of question construction:
4 questions based on factual content
3 questions on vocabulary items
3 questions requiring inference on the part of the reader

Texts of approximately 200-500 words

Texts of varied levels of difficulty
low intermediate
high intermediate
advanced

Advanced selections should be taken from texts not included in the curriculum

Evaluation of Speaking

Elicited Imitation (Oral Dictation)
Common materials
Text of 100-150 words, recorded as per standard procedures
Language chunks between 4 and 12 words (similar for all FL's)
Consistent scoring method

(Method: Students listen to a tape recorded by a native speaker, repeat what they hear during pauses provided, and record both the native speaker's words and their responses on audio tape.)

Sequenced Action Narration
On video, students see a sequence of pictures (5-7 minutes)
The story illustrated by the pictures is told in English

The video is then replayed without sound
In the foreign language, students record their narration of the story
Special rating scale designed for SAN (see below)

V. Sample Tests and Scoring Methods

EVALUATION OF LISTENING Dictation Test

Principles of Properly Administered Dictation

1) Careful Preparation

Text of desirable difficulty from written or oral sources

100-200 words

Prepare a script; type in everything, including pauses

2) Careful Administration

Use a prepared script

Be sure to include a practice example

Tape record dictation so that you can give exactly the same test again

3) Consistent Scoring

Develop or adopt an objective scoring method

Ignore minor spelling errors, most accents, marks of punctuation

(Recommendation for scoring: Subtract the total number of errors from the total number of words and divide by the total number of Words.)

Test of Recorded Dictation

You will be given a short dictation test based on an interview about establishing a checking account.

You will hear a short passage three times. The first time, just listen to it. The second time, write down what you hear in the pauses provided. The third time you hear the passage, listen and check your paper.

Remember to try to write exactly what you hear. Be sure to just listen the first time, write the second time, and check and correct the thid time.

Now, let's practice with a short example.

First reading. "There are always students who run out of money. How do their parents transfer money to them?"

Second reading. Write during the pauses. "There are always// students who run out of money.// How do their parents// transfer money to them?"

Third reading. "There are always students who run out of money. How do their parents transfer money to them?"

Main Text. First Reading.

Our regular checking account is two dollars a month, ten cents a check, unless you keep a balance of three hundred dollars. You keep the balance of three hundred dollars at all times and you will not pay any of the service charges just mentioned. We also offer interest checking, where we pay five and one quarter percent as long as there's three hundred dollars in the account. In order to avoid the service charges, which on the interest checking account would be three dollars a month, ten cents a check, you must keep seven fifty in the account at all times.

Second Reading.

Our regular checking account//is two dollars a month//ten cents a check//unless you keep a balance of three hundred dollars.//You keep the balance of three hundred dollars at all times//and you will not pay// any of the service charges just mentioned.//We also offer interest checking //where we pay five and one quarter percent//as long as there's three hundred dollars in the account.//To avoid the service charges,//which on the interest checking account would be three dollars a month,//ten cents a check//you must keep seven fifty//in the account at all times.//

Third Reading.

Our regular checking account is two dollars a month, ten cents a check, unless you keep a balance of three hundred dollars. You keep the balance of three hundred dollars at all times, and you will not pay any of the service charges just mentioned. We also offer interest checking, where we pay five and one quarter percent as long as there's three hundred dollars in the account. To avoid the service charges, which on the interest checking account would be three dollars a month, ten cents a check, you must keep seven fifty in the account at all times.

RECOMMENDED SCORING

Total words - Errors (errors: insertions, deletions, distortions)

_____

Total number of Words

Student dictation: Bank interview Hitoshi 7/18

Criterion reference: Native Speakers: 100%

Our reguler checking account is a two dollar a month, ten cents of check, unless you keep a balance of three hundreds dollars. If you keep the balance of the three hundreds dollars a all times, you are not pay any of service charges just mentioned. We also offer checking. We will pay five at one quarter percent as long as there is a three hundred dollars in the account. To avoid the service charges, which on the interest checking account will be three dollars of a month, ten cents of a check, you must keep seven-fifty in the account all the times.

SCORE: $\frac{\text{100 total words - errors}}{\text{100 total words}} = _____\%$

EVALUATION OF WRITING Timed Compositions

Rating Scales

Gaudiani Profile
(from Claire Gaudiani, 1981. Teaching Writing in the FL Curriculum. Language in Education: Theory and Practice, 43. ERIC/CAL.)

(1) Grammar/Vocabulary
- 5 = fluent with moments of elegance, few errors
- 4 = comprehensible, some errors
- 3 = substantial and significant errors
- 2 = one or more blocks to communication
- 1 = unintelligible

(2) Stylistic technique
- 5 = skilled use of syntax in terms of content, variation in syntax
- 4 = clear, appropriate, and sophisticated syntax
- 3 = errors, but attempts at sophistication and appropriateness
- 2 = errors and/or inappropriate syntax
- 1 = garbled syntax

(3) Organization
- 5 = well-organized paragraphs, clear topic and summary sentences, convincing, easy to follow
- 4 = evidence of structuring of paragraphs (patterns of organization may be unwieldy)
- 3 = attempts at organization, but few topic, development, summary sequences
- 2 = hard to follow, organization undermines intelligibility
- 1 = no evidence of planning in structure of paragraphs

(4) Content
- 5 = significant, interesting, appropriate to topic, well thought out
- 4 = generally good, but may be repetitious, facts may be unsupported, or cliches may be apparent
- 3 = data relevant to content is carelessly developed
- 2 = no effort to make content significant to composition
- 1 = incoherent or wildly inappropriate content

Other Writing Profiles useful for scoring compositions:

Holly Jacobs et al. 1981. Testing ESL Composition: a Practical Approach. Rowley, MA: Newbury House/Harper and Row.

Karen Mullen. 1980. "Evaluating writing proficiency in ESL." In J. W. Oller Jr. and K. Perkins, eds. Research in Language Testing Rowley, MA: Newbury House.

EVALUATION OF READING

Written Cloze

Written Cloze Construction

- Deletion Scheme (5 - 12 word. Every 7th word recommended for FL)
- 50-blank test (or two 25-blank tests)
- Test battery may consist of passages of increasing difficulty
- Leave sentences intact at beginning and end of passage
- Proofread; double-check deletion scheme; make clear copies
- Blanks are numbered, and of the same length
- Include instructions and a Practice Example
- Make up Answer Key

Test Instructions:

- Skim through all of the material before you begin.
- Write only one word in each blank.
- Fill in every blank if possible; guess if you aren't sure.
- If a blank is hard to fill in, skip it and come back to it.
- Minor spelling errors will not be marked wrong.
- Notice that all blank spaces are the same length; the size of the blank has nothing to do with the length of the missing word.
- Take as much time as you need; this exercise usually takes about ____ minutes.

Sample Cloze:

Why study a foreign language?

Here are some of the reasons why foreign language study makes sense:
-- To brighten future job prospects

Young people _____(1)_____ learn a second language greatly improve _____(2)_____ chances of getting good jobs in _____(3)_____ future. Government agencies need employees with _____(4)_____ skills, and American corporations are being _____(5)_____ to fill thousands of jobs abroad--_____(6)_____ top management positions-- with citizens of _____(7)_____ countries, partly because so few Americans _____(8)_____ the necessary language skills. Here at _____(9)_____, the flood of foreign tourists has _____(10)_____ hotel and other businesses scurrying to hire employees who can speak foreign languages.

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Scoring:

Exact-word scored cloze percentages should be compared to criterion reference group (native speakers of target language taking the same cloze test.)

Answer Key:

1. who 2. their 3. the 4. language 5. asked 6. including

7. other 8. have 9. home 10. found

Informal Reading Inventory

10 questions on a short reading passage:
(4 content questions, 3 vocabulary questions, 3 inference questions)

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When he got back from that secretive and self-sufficient world on the eighteenth and nineteenth floors, Dalgliesh found that his own corridor was unusually silent. He put his head in his secretary's office, but Susie's typewriter was shrouded, her desk cleared, and he remembered that she had a dental appointment that morning. Kate was meeting Carole Washburn in Holland Park. Irked by his own bad temper, he had hardly given a thought to the possibilities of that encounter. Massingham was, he knew, visiting the Wayfarers' Refuge in Cosway Street to talk to the warden there about Harry Mack before going on to interview two of the girls who had been in the punt on the Thames when Diana Travers had drowned. According to their evidence at the inquest, neither of them had seen the girl dive into the river. They and the rest of the party had left her with Dominic Swayne on the bank when they pushed out the punt and had seen and heard nothing of her until that awful moment when the punt pole had struck her body. Both had admitted at the inquest that they had been half-drunk at the time. Dalgliesh doubted whether they would have anything more to say now that they were sober but, if they had, Massingham was the one best suited to get it out of them.

But Massingham had left a message. As he entered his room, Dalgliesh saw a single sheet of white paper pinned to his blotter with Massingham's paper knife, a long and remarkably sharp dagger which he claimed to have won at a fairground when a child. The dramatic gesture and the few lines of letters and figures in a stark black upright hand said it all. The forensic science laboratory had telephoned the result of the blood analyses. Without pulling out the dagger, Dalgliesh stood silently and looked

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down at the evidence which, more than any other, was vital to his theory that Berowne had been murdered.

Berowne	*Mack*	*Smears on carpet and jacket pocket*
Rhesus Pos	Pos	Pos
ABO A	A	A
AK 2–I (7.6%) (enzymes)	I (92.3%)	2–I
PGM I+ (40%) (enzymes)	2+, I– (4.8%)	I+
Razor blade: AK 2–I PGM 2+, I–, I+		

The PGM system was, he knew, a strong one. There would have been no need to set up a control reaction with the dirty carpet. But the lab must have worked over the weekend despite their heavy load and the fact that, as yet, there was no suspect in custody, and he was grateful. There was blood of two different types on the razor, but that was hardly surprising, the analysis a mere formality. But, more important, the smear on the carpet under Harry's coat wasn't his blood. Dalgliesh had another interview booked for late in the afternoon which promised, in its different way, to be as irritating as the session with Gilmartin. It was helpful that this important piece of scientific evidence had arrived in time.

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INFORMAL READING INVENTORY

10 questions (4 content, 3 vocabulary, 3 inference)

(C) 1. What was Dalgliesh's profession:?

(V) 2. punt: (sailboat) (canoe) (flat bottomed boat)

(C) 3. What was Susie's job?

(I) 4. Who was Massingham?

(C) 5. What was Massingham's message?

(C) 6. Who did Dalgliesh believe had been murdered?

(I) 7. Why were the blood samples important?

(V) 8. forensic: (dealing with foreigners) (dealing with death) (dealing with neruology)

(I) 9. What was the murder weapon?

(V)10. shrouded: (covered) (dead) (broken)

Number of Errors	0	1	2	3	4
Percent Correct	100%	90%	80%	70%	60%
Classification	Independent Reading Level		Instructional Level		Frustration Level

EVALUATION OF SPEAKING

Elicited Imitation

Pre

7___ Mi experiencia personal y mi labor científica
8___ me han permitido elaborar una especie de receta
5___ para preparar el mejor antídoto
6___ contra el estrés de la vida.
12___ El primer ingrediente es averiguar si somos caballos de carrera o tortugas
6___ y vivir de acuerdo con ello...

Post

7___ Mi experiencia personal y mi labor científica
8___ me han permitido elaborar una especie de receta
5___ para preparar el mejor antídoto
6___ contra el estrés de la vida.
12___ El primer ingrediente es averiguar si somos caballos de carrera o tortugas
6___ y vivir de acuerdo con ello...

Post	Pre	Difference	%Change
_____	_____	_____	_____

SEQUENCED ACTION NARRATION
Sample in English

SEQUENCED ACTION NARRATION RATING SCALE (20 possible points)

Content

4 = Includes all important details relevant to the story
3 = Includes major elements but omits some important details
2 = Omits many elements important to the story
1 = Incoherent; does not tell the story

Language Use (Grammar)

4 = Effective use of complex sentences
3 = Minor problems in complex constructions, but correct basic constructions
2 = Problems with basic constructions
1 = Virtually no mastery of sentence structure

Vocabulary

4 = Sophisticated and elegant
3 = Adequate range, few errors
2 = Somewhat limited range
1 = Lacking basic vocabulary

Fluency (Speed and Quantity)

4 = Reasonable quantity, speaking is no problem
3 = Enough speaking to develop the topic
2 = Halting; time spent searching for words
1 = Little speaking

Pronunciation

4 = Few, if any, noticeable phonetic errors
3 = Some minor errors which do not impede comprehension of listener
2 = Many pronunciation errors, or errors which block comprehension
1 = Unintelligible

	Pre-Test	Post-Test	Difference	%Change
Content	_____	_____	_____	_____
Language Use	_____	_____	_____	_____
Vocabulary	_____	_____	_____	_____
Fluency	_____	_____	_____	_____
Pronunciation	_____	_____	_____	_____
TOTAL	_____	_____		

FL Performance Test Summary Sheet

Student: _____

FL: _____

Listening

	Pre-test date	Pre-test score	Post-test date	Post-test score
Dictation	____	____	____	____
	____	____	____	____

Writing

	Pre-test date	Pre-test score	Post-test date	Post-test score
Topic I: _____	____	____		
_____			____	____
Topic II: _____	____	____		
_____	____	____	____	____

Rating Scale: _____

Reading

	Pre-test date	Pre-test score	Post-test date	Post-test score
Cloze I _____	____	____	____	____
Cloze II _____	____	____	____	____
IRI I _____	____	____	____	____
I _____	____	____	____	____
II _____	____	____	____	____
II _____	____	____	____	____
III _____	____	____	____	____

Speaking

Elicited Imitation	____	____		
			____	____
Sequenced Action Narration	____	____		
			____	____

ACTFL Oral Proficiency Interview

Rater: _____

Date: _____

Rating: _____